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ABSTRACT

This paper presents a unit which defines the term "culture" and is to be used to introduce the ninth grade global education program in New Brunswick (Canada) schools or a similar global education curriculum. The working definition of the term culture is the way of life of a people, including all the manifestations of an identifiable human population's practical, creative, and reflective thought, as revealed through their technology, their arts, and their institutions such as government and religion. The unit's methodology encourages active student involvement in the learning process and group interaction. Each lesson plan includes topic, purpose, behaviorable objectives, materials, methods, homework, and evaluation suggestions. Six lessons examine culture through: (1) artifacts from different cultures; (2) varieties of foods and eating habits in different cultures; (3) music and art; (4) women's roles in different cultures; and (5) a review of religion and mythology. The concluding section summarizes the previous study to help students formulate a definition of culture. A method for evaluating group work is presented. (SM)

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W H A T I S C U L T U R E ?

An Activity-Oriented Teaching Unit

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SO 019 131

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OUTLINE

I. INTRODUCTION

A. Purpose and Rationale.

B. Definition of Culture.

C. Definition Explained.

D. Unit in Context of Course.

II. METHODOLOGY

A. Explanation of Methods.

B. Six Sample Lesson Plans.

i. Technology as Practical Aspect of Culture.
ii. Foods and Eating Habits as Practical Aspect of Culture.
iii. Music and Art as Creative Aspect of Culture.
iv. Role of Women as a Way of Looking at Values and Attitudes (Reflective Aspect of Culture).
v. Mythology/Religion as Reflective Aspect of Culture.
vi. Summary Lesson as Review of Definition of Culture.

III. CONCLUSION

APPENDICES

INTRODUCTION

This paper's purpose is to present, specifically, an introductory unit dealing with the term "culture" as it can be applied to and taught as part of the grade nine social studies programme in New Brunswick schools. It could also be applicable to any similar curriculum elsewhere.

This programme of global education has as one of its main goals the development of student awareness and appreciation of the richly diversified fabric of human lifestyles around the world. This entails the learning of basic social studies concepts and skills and the application of these to a review of a number of world cultures.

Such a study has an important pre-requisite and co-requisite the development of a useful vocabulary which should fall short of being jargon yet still encourage appropriate skills and provide a common basis from which they can be exercised.

Since this course is a study of a number of cultures, it seems fundamentally advantageous to establish, at the beginning, a working definition of the word "culture" itself. That students come to comprehend and use this word in a definite and concise way provides a foundation from which the course can develop and a useful common denominator to facilitate their studies of the many different cultures their teachers may choose to cover through the school year.

Many tests have attempted to provide such a definition only to present one which is either overly brief and simplistic or so all-encompassing as to defy being a definition at all. What follows is presented here as a compromise to these extremes.

The word "culture" exists primarily as an acknowledgement of differences among human populations and as a means by which one group can be distinguished from another. This usage is somewhat analogous to the terms personality and character as they apply to how one individual can be distinguished from another. The concept of culture allows us to identify one population of people sharing certain traits as being distinct from all other populations of people anywhere else throughout history.

Culture is indeed the way of life of a people. It is all the manifestations of an identifiable human population's practical, creative and reflective thought as revealed respectively through their technology, their arts and their institutions such as their government and religion.

Basically, this definition uses a simplified categorizing of human thought and activity. That is, all people have practical needs which must be met on a daily basis and for which they may find quite different sorts of solutions for a large number of reasons. Further, it seems apparent that people try to embellish their surroundings in ways that go beyond just practical needs. They express themselves in a variety of ways which appeal to and, in turn, stimulate their senses. Also, people have a capacity to ask

broader questions which ultimately may not be answerable yet for which they do attempt to provide answers or at least address through various rituals. As circumstances dictate, these areas of thought get collectively expressed differently from one group to another over time and in different places. At the risk of being too simplistic, one may argue that accordingly this is how human cultures come to evolve.

It must be understood that the teacher is using these terms in a very broad sense. It is expected that most students will refine them to varying degrees as their future education progresses.

For example, the use of the word technology here refers to all the various ways mankind has applied his knowledge and experience to solve everyday practical problems such as providing shelter from the elements, providing protection from predators, moving himself and his belongings from one place to another, providing himself with food and so on.

To elaborate this idea of technology, students would delve into such indicators of it as tools, clothing, weapons, machinery, medicines, grooming devices, vehicles, architecture ... .

Similarly, what is meant by the arts would be developed through an examination of such indicators as paintings, sculpture, crafts, clothing designs, decorations, jewellry, colours, literature, music, song, dance ... .

As to the reflective aspect of a people's culture the teacher would focus students' attention on such things as the arrangements in the society, the roles people play, the values they espouse, the distribution of power and wealth, the forms of government and other social contracts, and, of great importance, their religious beliefs and practices and how these affect daily life.

It must be remembered that this idea of what culture is will provide a springboard for the subsequent study of cultures in the course and that students should find it easier to compare and contrast different cultures by applying this definition as they encounter them.

It is also important to note that an introductory unit on "what is culture" should deal with related subjects such as cultural carriers, cultural change, cultural interaction, subcultures and the relationship between environment and culture. It is the position of this paper that the definition should be approached as the first part of such a unit.

METHODOLOGY

In developing an appropriate methodology to deliver the content outlined in the Introduction the developers were mindful of certain assumptions respecting the process of student learning. It is generally assumed that students learn best when they are actively involved with the material under consideration. Therefore, various activities have been developed to ensure this student involvement. Thus, students are required to prepare and consume various foods reflecting a variety of cultural tastes; to choose and play representative pieces of music associated with a number of cultures; to examine and study a mix of artifacts illustrative of the tools of our culture.

Another general tenet of learning is to have students proceed from the familiar to the unknown, from the concrete to the abstract and from the particular to the general. In attempting to enlarge student understanding of culture we have, therefore, required that they first examine the constituent elements of their own culture followed by a study of other cultures so as to make them aware of the common elements in all cultures, while recognizing the great diversity which exists. This type of linking encourages students to address the basic question which should arise when they observe or report a certain behavior in a given culture. What universal need is the individual trying to satisfy?

Another general principle underlying the developers methodology is the belief in the efficacy of student interaction and thus significant time is given over to group work with the teacher adopting the role of facilitator who tries to direct the student learning through inductive questioning.

Finally, the authors have tried to build into the unit opportunities for critical thinking by the students. Students are encouraged to hypothesize, to identify and test assumptions, to question and debate and to critically analyse situations and articles in terms of the perspectives being presented and the extent to which these perspectives reflect the distribution of power in that society.

The evaluation procedures found in the unit also are intended to reflect the assumptions underlying the methodology. Students are asked to observe with more critical perspectives the familiar in their own culture. They are required to interview parents, to look at the articles in their own homes as a reflection of their culture, to note to what extent the "good things" of their culture are not equally distributed within their own society and are often enjoyed at the expense of other cultures.

LESSON PLAN PREAMBLE

The enclosed unit contains six lesson plans which are to form part of a larger unit devoted to expanding the student's understanding of culture. It is expected that the larger unit will cover three to five weeks and will include other topics not dealt with in these lesson plans as explained in the above introduction. These are treated in the student text Understanding Culture.

Each lesson plan in this unit is based upon a sixty-minute period in which the first fifteen minutes will be given over to reviewing and reinforcing the previous day's lesson.

Each lesson plan includes:

- Topic
- Purpose
- Behavioral Objectives
- Materials
- Methods
- Homework
- Evaluation Suggestions

LESSON PLAN #1

TOPIC

Culture and Technology

The practical aspects is common to all cultures but distinctive among different ones.

PURPOSE

To demonstrate that all cultures develop products of technology to overcome common practical problems or to enhance their comfort.

BEHAVIORAL OBJECTIVES

A. Cognitive: - Knowledge--Improved understanding of the word "technology".
- Facts about the lifestyle of the Bushmen of the Kalahari.

B. Skills
- Hypothesizing.
- Analytical skills.
- Reading for comprehension.
- Discussion skills.
- Interactive skills.

MATERIALS

- Exercise sheets.
- Artifacts.
- Chalkboard, chalk.
- National Geographic: June 1963.

METHOD

A. Present each student with a copy of the exercise sheet, designed to strengthen their understanding of the word "technology". Complete columns 2 and 3.

Then have students form groups of 3-4 to expand their lists and to improve their understanding.

Follow with a brief teacher-directed summary to ensure that all students have a representative list.

B. Present artifacts from other cultures and/or from an earlier stage of our culture, each representative of a practical solution to a problem.

Each group is to have an opportunity to examine each artifact.

Groups will speculate as to the practical purpose of each artifact, why the culture uses that device for that purpose, and what we use for that purpose. Groups will record its consensus. (This activity might be a competitive one).

Follow with a teacher-directed summary--teacher will reveal what the artifacts are and their uses. This summary must underline the fact that all cultures face real problems that require practical solutions, thereby reiterating the meaning of technology.

Teacher can also use this opportunity to show the overlap among practical--creative--reflective aspects of culture.

HOMEWORK

A. Fill in the 4th column on exercise sheet, which applies the chart to the student's home.

B. Read the article on the Bushmen of the Kalahari, and answer these questions:

1. Identify examples (pieces) of technology used by the Bushmen.

2. To what extent do these reflect the materials available in the environment?

3. How do these reflect the level of sophistication of their culture?

4. What is meant by the statement "The Kalahari carry their culture on their backs"?

EVALUATION

A. A short objective quiz in which the students are asked to list some (3-5) of the practical problems experienced in any culture and give examples of technolgical solutions to those problems.

B. Comparison--find similarities between the technology of the Bushmen of the Kalarari and that of our culture.

EXERCISE SHEET FOR LESSON PLAN # 1

CULTURE AND TECHNOLOGY

Areas Of Practical Application	Examples Of Technology In Our Culture	Examples Of Technology In Other Cultures	Examples Found In My Home
(1) Shelter			
(2) Communication			
(3) Transportation			
(4) Food Gathering/ Production			
(5) Defense			

LESSON PLAN #2

TOPIC

Diversity of Foods Among Cultures

PURPOSE

To demonstrate the variety of foods and eating habits in different cultures as an expression of a universal practical need.

BEHAVIORAL OBJECTIVES

A. Cognitive
- Recognizing diversity of foods in different cultures.
- Knowledge of conventions--recognizing that cultures can be distinguished by looking at the practical aspect of foods and eating habits.

B. Skills
- Research skills.
- Identifying common elements.
- Understanding cause and effect relationships.
- Culinary skills.
- Discussion skills.
- Organization and display skills.
- Interactive (affective domain).
- Generalizing skills.

MATERIALS

- Paper plates and napkins
- Tables for display.
- Beverage (water) and cups.
- Student Directions Hand-outs for groups (to be given out at least one week in advance.)

METHOD

A. Pre-activity--Students are put into groups and given directions a week in advance.

B. Starting from familiar--Each student names his/her favourite food. Teacher compiles a master list on the board.

C. Then teacher directs discussion using following topics:

- Ingredients.
- Methods of preparation.
- How and when are foods eaten.
- Nutritional value (using Canada's Food Guide).

D. Groups present and identify their displays of typical foods from different cultures. These groups have researched and prepared the foods in advance. (Refer to Student Directions Hand-outs). Each student in the class takes one or two samples from each represented culture and experiences the different tastes involved.

E. Teacher--directed discussion follows based on following questions:

- Student reactions. What did you like? What did you like about it? Was there anything you did not like? What did you not like about it?
- Why do these people eat these things? (environment/culture).
- Do these foods satisfy nutritional needs?
- Is the preparation of these foods different from the preparation of our foods?
- How are they eaten? (utensils, context--family setting, sitting or standing, when, etc).

HOMEWORK

Student is to consider the following question and be prepared to present composition (1/2 page) to the class.

Is there a religious significance to or restriction on food in any of these cultures?

OR

Student is to read and answer questions found in Global Insights related to "Comparing Cultures" text on page 233 or 819.

EVALUATION

Teacher will attribute grades to the members of the group on the basis of the apparent research and subsequent presentations. In doing this, the teacher will consider input from the members of the group as outlined in Appendix A. Teacher may evaluate the homework assignment.

STUDENT DIRECTION HAND-OUT

Assignment due one week from today.

Topic: "Foods of the World"

Description:

Students will be assigned to a specific group (class divided into four groups). Each group will choose one culture other than their own:

To research that culture's foods and eating habits.

To describe these in a two page (+) composition.

To obtain and prepare three to four typical foods of that culture.

To present these to the rest of the class on (date).

To make available appropriate eating utensils characteristic of that culture.

Each group should have enough food so that each member of the class may sample one or two itmes from each of the four cultures represented.

LESSON PLAN #3

TOPIC

Music and Art as Expressions of the Creative Aspect of Culture.

PURPOSE

To demonstrate that music and art are common expressions of creativity among all cultures.

To make students aware of the diversity of such expressions throughout mankind.

BEHAVIORAL OBJECTIVES

A. Cognitive
- Terminology--working definitions of "art", "music", "creativity".
- Knowledge of Universals and Abstractions.
- Awareness of different forms which art takes.
- Awareness that creativity is important to culture.

B. Skills
- Listening skills.
- Visual discrimination skills.

MATERIALS

- Recordings brought by students of their own popular music.
- Tape edited purposely to demonstrate musical/cultural diversity.
- Slide presentation to correspond to the tape displaying various examples of art (African music--African art).
- Tape deck.
- Slide projector and screen.

METHOD

A. Students present some musical choices from their own culture. Teacher directed discussion follows using following questions:

- What are common characteristics?
- What technology is used to produce this music?
- What is the meaning?
- Is this music a representative of the whole culture or some groups within the larger culture?

B. Presentation of slide/tape show.

C. Teacher inductive summary.

- What is music?
- What is art?
- What is creativity?

D. Teacher and students attempt "to make music" using available materials and then identify the common elements of all music.

HOMEWORK

Students are to interview their parents on their taste in music. This leads to the idea of subcultures.

OR

Students are to present an example of a piece of music from a different culture.

OR

Students are to bring an art object from their home or compile a list of art objects found in their home.

EVALUATION

The follow-up activity will be used as an evaluation technique consisting of:

1. List at least seven forms of art with examples of each drawn from various cultures.

OR

2. Write a composition one half page in length explaining the role of art in culture.

LESSON PLAN #4

TOPIC

Role of Women in Different Cultures

PURPOSE

To demonstrate similarities and/or differences in the perception of women's roles in different cultures.

To discover the reasons behind these role differences.

To demonstrate that the social structure of a culture is a reflection of their values and assumptions as to mankind's nature and place in the world (reflective aspect of culture).

BEHAVIORAL OBJECTIVES

A. Cognitive
- Learning that different cultures can view people's roles differently.
- Knowledge of specifics--Islamic cultural traits.
- Terminology--Shari'a, Koran, purdah, etc.

B. Skills
- Critical reading.
- Personal interaction in group work (learning to interact meaningfully with others in a group).
- Listening and speaking skills.
- Comparing and contrasting skills.

MATERIALS

- Question sheet for each student on roles of women in their own culture.
- Articles on women's roles in a fundamentalist Moslem culture--one article written from the viewpoint of a man (based on Koranic law) and one from a liberated/Westernized woman.
- "Mona and the Children" video.

METHOD

A. Present students individually with a brief questionnaire on roles of women in their own families, communities, etc. Have each student complete the questionnaire. Then divide the class into predetermined groups (all male group, all female group, mixed group) to discuss their answers and try to reach concensus as to the nature of women's roles in our own culture.

B. Present groups with two articles dealing with women's roles in traditional Islamic culture (Note: Don't give away author's sex/identity when presenting articles to the groups). Students read and discuss articles--Who wrote each article? What do you think about what the article reveals? Do you see a bias? Teacher/facilitator must direct these discussions to develop critical reading awareness.

C. Play video: "Mona And The Children".

D. Organize fish bowl (whole class involved). Teacher will act as facilitator to initiate issue-oriented questions, such as:

- How is this different from women's roles in our culture?
- Is this how women <u>should</u> be treated?

HOMEWORK

Students interview a relative (female) about her role in our culture.

OR

Students conduct statistical analysis of their community investigating male/female employment ratio in certain jobs.

OR

Students compose a letter to the editor dealing with their concerns about women's roles, sexual discrimination, etc.

OR

Students compose a diary of one day in the life of a woman living in traditional Moslem culture.

OR

Pairs of students prepare a role-playing exercise in which they act out a dialogue between a woman from a traditional Moslem culture and a woman from their community.

EVALUATION

Evaluation will be based upon student participation in the chosen assignment.

STUDENT QUESTIONNAIRE
ON THE
ROLES OF WOMEN IN OUR CULTURE

1. Do you feel that women in our culture enjoy equal rights and opportunities with men?

2. Does your mother/father work in the home or outside of the home?

3. If your mother is employed outside of the home, what is her job? What is your father's job?

4. Do you think that the majority of women in your community work in the home or outside the home?

5. If both your mother and father work outside the home, how do their incomes compare?

6. What sport and leisure activities are available to the boys in the school? What activities are available to the girls?

7. Which parent has the most education?

8. Respond to the following cartoon:

SALLY FORTH
HOW DID YOU LEARN TO FIX TOILETS?
MY MOM TAUGHT ME.
SO THIS IS THE KIND OF THING THAT GETS PASSED DOWN FROM MOTHER TO DAUGHTER IN OUR FAMILY?
GEE, AND I HAD MY HEART SET ON A GOOD LASAGNA RECIPE.

9. Do you feel that women in our culture enjoy equal rights and opportunities with men?

In Iran particularly, the reintroduction of the Shari'a under an Islamic republic is seen as a threat to rights that women won under the monarchy. Feminists do have reason to complain. Islamic law tolerates polygamy, so long as a husband treats his wives equally, and he can end a marriage simply by saying "I divorce thee" three times in front of witnesses. A woman may request a divorce under certain circumstances—for example, if she is mistreated or her husband is impotent. Women must dress modestly, and their inheritance is limited to a fraction of that of men. In defense of these sexist inequities, scholars of the Shari'a note that Islamic law was advanced for its time. Before Muhammad, women in Arabia were mere chattel. The Koran emphatically asserts a husband's duty to support his wife (or wives), who are allowed to keep their dowries and to own property—rights that did not emerge until much later in western countries.

TIME, APRIL 16, 1979

10. Woman enjoys certain privileges of which man is deprived. She is exempt from some religious duties, i.e., prayers and fasting, in her regular periods and at times of confinement. She is exempt from attending the obligatory congregation of Fridays. She is exempt from all financial liabilities. As a mother, she enjoys more recognition and higher honor in the sight of God (31:14-15; 46:15). The Prophet acknowledged this honor when he declared that Paradise is under the feet of the mothers. She is entitled to three-fourths of the son's love and kindness with one-fourth left for the father. As a wife she is entitled to demand of her prospective husband a suitable dowry that will be her own. She is entitled to complete provision and total maintenance by the husband. She does not have to work or share with her husband the family expenses. She is free to retain, after marriage, whatever she possessed before it, and the husband has no right whatsoever to any of her belongings. As a daughter or sister she is entitled to security and provision by the father and brother respectively. That is her privilege. If she wishes to work or be self-supporting and participate in handling the family responsibilities, she is quite free to do so, provided her integrity and honor are safeguarded.

LESSON PLAN #5

TOPIC

Values and Attitudes of Cultures as Revealed Through Their Myths, Fables, Proverbs, Religion.

PURPOSE

Values are an integral part of the reflective aspect of all cultures. Insight into a culture's reflective thought is gained through a review of its religion/mythology. Religion is an important part of a culture as it explains the inexplicable and teaches acceptable or proper behavior. The purpose of this lesson is to identify some of the values in different cultures and how they are transmitted.

BEHAVIORAL OBJECTIVES

A. Cognitive:
- Knowledge of terminology--"myths", "fables", "proberbs", "religion".
- Knowledge of conventions--explanations of creation.
- Knowledge of contextual nature of terms--the relative nature of meanings (eg. heathen--pagan--myth).

B. Skills
- Reading (oral and silent) skills.
- Comparing and contrasting skills.
- Extrapolating skills.

MATERIALS

- Myth of creation indigenous to Central America. (Magnificent Myths of Man (Nelson) "The Gods and the Maize Men").
- Bible (Genesis--Chapters 1 and 2).
- Global Insights (page 91).
- Worksheet on African proverbs from World Geography--Skills Book (D. C. Heath) page 93.
- Worksheet on "Adopt Your Own Country" from World Culture (Hayes) page 24.
- Overhead transparency of Ten Commandments.

METHOD

A. Pass out and have class read silently "The Gods and the Maize Men". Discuss and react to myth.

B. Teacher reads Genesis version of creation aloud to class.

C. Teacher divides class into small groups to discuss similarities, themes, questions asked by all cultures re: their origins. This is followed by a general discussion with the whole class.

D. Class will discuss cultural values as represented by the Ten Commandments.

E. Teacher will refer students to examples of African proverbs from Global Insights (page 91). Class will read and discuss these proverbs briefly.

HOMEWORK

Students complete the African proverb sheet.

EVALUATION

Students write a fable or poem to impart a value, moral, or teaching of their culture.

OR

Students complete exercise titled "Adopt Your Own Country".

Proverbs are brief, popular sayings offering general truths or rules of conduct. For each of the African proverbs below, find a similar proverb from America. The first has been done for you.

1. "Cross the river in a crowd and the crocodile won't eat you." Madagascar
   "There's safety in numbers."

2. "You do not teach the paths of the forest to an old gorilla." Zaire

3. "There is no cure that does not cost." Kenya

4. "Evil knows where evil sleeps." Nigeria

5. "He who boasts much can do little." Niger

6. "One must talk little and listen much." Mauritania

7. "The day on which one starts out is not the time to start one's preparations." Nigeria

8. "One camel does not make fun of the other camel's hump." Guinea

9. "The heart is not a knee that can be bent." Senegal

10. "You cannot build a house for last year's summer."

ADOPT YOUR OWN COUNTRY

(A Simulation game)

Introduction: Following is an imaginary game in which you assume a new value system. First, choose a country that you want to represent. Then choose a name, age, and religion for yourself that will fit your country. Finally, for each statement below, circle your chosen country's value. If a value you want is **not** listed, write it in the blank space.

Country _____ Age ____ Name _____ Religion _____

1. Happiness comes from: good deeds, a clear conscience _____
2. Progress and change are: forbidden, tolerated, encouraged _____
3. Conformity is: preferred, required, ridiculous _____
4. Personal possessions are: a right, forbidden, unnecessary _____
5. Competition is: healthy, destructive, unknown _____
6. Cooperation is: required, discouraged, foolish _____
7. My country comes: first, after my family, after myself _____
8. Money is: to be spent, to be saved, unimportant _____
9. Bravery is: highest virtue, dangerous, sometimes necessary _____
10. My job is: like my father's, state selected, my choice _____
11. Generosity is: sinful, a duty, a nice gesture _____
12. Charity: begins at home, is a duty, is a choice _____
13. Recreation is: as valuable as work, a sin, superior to work _____
14. Peace is: the highest virtue, inferior to war _____
15. Comfort is: a worthy goal, an indulgence, forbidden _____
16. Education is: dangerous, state controlled _____
17. Status is: inherited, earned _____
18. Security is: most important, inferior to freedom _____
19. Freedom is: a right, dangerous, unknown _____
20. Doing one's duty is: required, boring, a matter of choice _____
21. Helping others is: a sign of weakness, virtuous, required _____
22. Physical pleasures should be: enjoyed, avoided _____
23. My fate is: predestined, state controlled, in my own hands _____

The teacher will choose four students at a time to engage in a panel discussion. Use this sheet to help yourself learn and defend your chosen country and its values.

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LESSON PLAN #6

TOPIC

Definition of Culture

PURPOSE

To develop student's understanding that the word cultute can be defined by categorizing human thought into practical, creative, and reflective categories and that this definition can be used to distinguish among cultures.

To summarize/coalesce the preceding 5 lessons by reviewing this approach to define "Culture".

To reinforce the 5 earlier lessons.

BEHAVIORAL OBJECTIVES

A. Cognitive: - To learn a coherent working definition of "culture".
- To learn the meanings of various terms such as technology, arts, religion, ...

B. Skills
- To be able to synthesize particular disparate observations into conceptual generalizations.
- Analytical thinking.
- To extrapolate meaning.
- Interactive skills.

MATERIALS

1. An assortment of artifacts from each of the 3 separate and quite different cultures, approximately 30 items. Approximately 1/3 of the items from each culture should reflect each of the 3 areas:
   - Practical/Technology.
   - Creative/Arts.
   - Reflective/Philosophical.

2. 3 labels entitled, Practical, Creative and Reflective, to hang around 3 students' necks.

3. 1 large sign--CULTURE.

4. Chalkboard.

5. Tables

6. 3 boxes.

7. Copies of definition.

METHOD

A. Teacher-Directed Discussion-Inductive questioning leading to explanation of 3 categories. What is culture? What does it consist of?

B. Three (3) students are picked or volunteer to act as scribes and list the articles in their category/list on the board. They wear labels and write the name of an artifact in their category only after the class reaches consensus.

Three (3) boxes (with artifacts) are placed at front/centre of class, each naming the culture represented, (e.g. Inuit/Somali/Ours (Western/Modern).

C. Each student is asked to come and pick an artifact from 1 box and lead the class in a discussion to decide what category it represents. When agreement is reached the article is placed on an appropriate table (each labelled practical, creative, or reflective) and the scribe notes it in his/her list on the board.

This continues until every student has a turn and all artifacts are categorized and displayed accordingly.

During this process students discuss/debate through verbal interaction and teacher acts as facilitator/animator.

D. Teacher emphasizes that although the artifacts come from 3 distinct cultures and may be very different they all can be categorized according to the definition. Students see the validity of the definition and through participating in the activity, internalize that meaning and have the week's work reinforced and "brought together".

E. Teacher hands out copies of the defginition and leads class through reading of it (or student could do this).

F. The 3 scribes stand together and the teacher holds up the big "CULTURE" sign over them. They stand behind the 3 tables (labelled according to categories) as the teacher asks a student to recite (or read aloud) again the definition--POINT MADE!

HOMEWORK

Student is to complete a written explanation of just what the word "culture" means (to be handed in in a few days).

EVALUATION

A. Students' papers are collected, read, and graded as to what extent they reveal the students' grasp of the lesson.

B. Use the exercise on Creating a Time Capsule, found on Page 2 and 3 in Understanding Culture.

CONCLUSION

It is hoped that the activities in this unit will expand the student's understanding of the meaning and components of culture. It is also hoped that the inductive method employed will promote critical thinking and viewing skills which are essential to student learning. Many of these types of activities have been used successfully in the classroom in causing students to internalize knowledge thus broadening their global awareness.

APPENDIX "A"

EVALUATION TECHNIQUE TO BE USED WITH GROUP WORK

This is a description of one possible method of including student participation in the evaluation process. This approach applies to student group work and is incorporated primarily as a motivational device rather than as a tool to facilitate summative evaluation. This has been used with considerable success for many years.

The students are informed before they start on a group task that all members of the group will be marked by each other and that the teacher will take opinions (marks) into account when later attributing grades. The process is described to them as follows:

After the group has completed its assignment, each student will list on a sheet of loose-leaf paper all members of his or her group including his or her own name. The individual student should make certain that his or her name is included in such a way that it is not apparent whose sheet the teacher is reading. In this way, the teacher gets five sheets from a group of five students and five opinions of each student's contribution.

Each student is asked to attribute a grade of A, C, or F to each member of the group and briefly explain why each grade was given. An A should be reserved for those group members who put a very special effort into promoting the group's success. A C denotes a member who did his or her job and functioned co-operatively on behalf of the group. An F is applied to anyone who really did not try for the group's sake, or tried to benefit from other's efforts without contributing. This grading scheme forces categorizing rather than waffling.

The key is that no student will ever know how the others rate his or her effort because it is done individually, anonymously, and privately then passed in to the teacher. A student may say he gave his or her friend an A but no one, even the teacher, will really know. This encourages honesty, and assures freedom of expression.

Ultimately, teachers are obligated to attribute grades and certainly the teacher here would observe and evaluate from his or her own perspective but at least the students have some input and this approach discourages apathy or lack of cooperation among the students engaged in group activity.

As was stated above, it is part of the evaluation process but since it is student participatory and student-teacher interactive, its main benefit is motivational and the increased insight provided to the teacher is secondary.